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ABSTRACT

This special issue of the newsletter of the Adult Education Interest Section (AEIS) of the Teachers of English to Speakers of Other Languages (TESOL), prepared in cooperation with TESOL's refugee concerns interest section, concerns the response of the English-as-a-Second-Language teaching profession to Immigration and Naturalization Service regulations related to immigrant amnesty. In addition to letters from the Chair and Associate Chair of AEIS and from the Refugee Concerns Chair, the issue contains four articles. "SLIAGing in Massachusetts: Collaborative Efforts" (Lenore Balliro and Rich Levy) presents the perspectives of the Adult Literacy Resource Institute in Boston and the Massachusetts Department of Education on provision of education programs for immigrant amnesty. "Linking Curriculum with Community Concerns" (Heide Spruck Wrigley) offers alternatives to the standard civics curriculum for increased relevance to student needs. "Federal Policy and Legalization in the 1990s" (Rob Paral), looks at trends in legalization instruction, testing, and recruitment and retention; and "Developing Critical Consciousness through ESL Education" (Ken Bunke) discusses the combination of Freirean theory with the guidelines of the Immigration Reform and Control Act of 1986. Conference and professional announcements and materials reviews are also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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Special Amnesty Issue

TESOL

Adult Education and Refugee Concerns Interest Sections

Newsletter

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TESOL NEWSLETTER TESOL

The Official Publication of the Interest Section
ADULT EDUCATION Teachers of English to Speakers of Other Languages REFUGEE CONCERNS

January 1990 SPECIAL AMNESTY ISSUE AEIS Vol. XVI No. 2

This newsletter is special in two senses: one, it is a themed issue; two, it is a cooperative issue between two Interest Sections: Adult Education and Refugee Concerns. The problems relating to US government actions and legislation lumped together as "amnesty" were clearly of paramount importance to members of both IS at TESOL '89. Across the USA, adult educators of ESOL as well as of civics and citizenship classes felt swamped as they tried to respond to regulations of the Immigration & Naturalization Service (INS), juggling the alphabet soup labels of various funding sources and governmental agencies. This issue is in response. We were fortunate to have some excellent papers submitted. Heide Spruck Wrigley suggests ways to combine curriculum with community. Lenore Balliro reports on ways TESLs can collaborate with their state departments of education. Rob Paral suggests what is likely in the next decade. His article is especially important, since it helps adult educators and those working with refugees focus on the future and on what we can do to prepare, rather than—as in the case of amnesty—reacting to policies in which we had no voice. Ken Bunke tells how one teacher manages to combine Freiean theory with IRCA guidelines.

SLIAGing in Massachusetts: Collaborative Efforts

In the following article, Lenore Balliro of the Adult Literacy Resource Institute in Boston, Mass. discusses the ALRI's role in working with SLIAG programs over the course of the year. Rich Levy of the Bureau of Adult Education, State Department of Education in Mass. offers the Department's perspective. (Note: The Adult Literacy Resource Institute is a joint project of Roxbury Community College and the University of Massachusetts at Boston. Its primary mission is to provide support, teacher education, and technical assistance to community based adult education programs in the Greater Boston region.)

SLIAG: A Noun? A Verb? An Educational Project? An Industrial Waste Product?

In September of 1988, representatives from several community-based adult education programs and a variety of other educational institutions in Massachusetts crowded into the conference room of a branch public library to attend a bidders' conference for something called SLIAG (sometimes locally dubbed SLUDGE) funding. As the newly-appointed ESL Resource Specialist at

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LINKING CURRICULUM WITH COMMUNITY CONCERNS

You know the story. You have finished another amnesty class - discussing (once more), the three branches of government and Washington, the father of our country. As you pack up, a student walks up and says: "Teacher, can I ask you something?" Sensing that the question probably won't be about the material you covered, you brace yourself. You know from experience that students will come to you with any number of real life concerns,few of which you feel qualified to answer. New students may ask you about application deadlines, work authorization,extended voluntary departure, or HIV testing. Students who have received their certificates may be concerned about benefits they are now eligible for, employment discrimination, baby sitting problems or the status of relatives who remain undocumented.This particular student wants information about the RAW program. Wearily, you shake your head and say: "I'm sorry. I have no idea".

You are not alone. Across the country teachers are feeling overwhelmed by changing regulations, new legal decisions, and the

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FEDERAL POLICY & LEGALIZATION INSTRUCTION IN THE 1990s

Instruction of adults in the legalization program[1] enacted by the Immigration Reform and Control Act (IRCA) is profoundly influenced by the policies of the Immigration and Naturalization Service (INS). In discussing INS regulations regarding classroom activities, this article attempts to dispel certain misinterpretations of these rules, and to examine future trends in instruction.

INS Policy and the Classroom

The impact of INS policy on legalization instruction is wide-ranging. INS decides, for example, whether an institution can offer courses; whether its curriculum is satisfactory; and what sort of record- keeping must be maintained. The INS may visit any legalization class site upon 48 hours' notice, and it reserves the right to decertify schools and effectively terminate their programs.

Among educators, an understandable preoccupation has arisen with the need to remain within INS guidelines in legalization courses. Many instructors worry about injecting a sufficient dosage of civics into their "English/civics" courses; they wonder, for example, how to teach the intricacies of the U.S. electoral process to pupils perhaps illiterate in their native language. They are concerned that students not be penalized for failing to learn a sufficient amount of English.

In reality, INS policy regarding classroom achievement is not as stringent as many fear. INS does not prescribe specific learning objectives, and in its regulations states that a student is to be issued a Certificate of Satisfactory Pursuit whenever he or she

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LETTER FROM AEIS CHAIR

Dear Colleagues,

I am sitting at the computer with my cat "Tofu" perched on top. It's hard to imagine that months have passed since we both sat in this pose as I wrote to you in the last newsletter. The months have flown so quickly partly because they have been so eventful and productive.

You collectively submitted from around the globe a wonderful variety of abstracts, attesting yet again our rich and diverse human resources. It has been a privilege to receive reports of your work and your ideas.

I was pleased that the issues you raised in our planning meeting last year were well addressed in the proposals you submitted. It is clear that we have the expertise among us to speak competently to the concerns of our membership. Some of the issues that will be addressed in San Francisco include: amnesty and citizenship; curriculum theory and design; family literacy and parent education; general literacy; reading, writing, and pronunciation; testing, workplace VESL; as well as a variety of ideas for hands-on activities such as games, music, poetry, and drama to keep our creative juices flowing. All of these areas will be represented on your program. Thank you for your hard work in meeting the desires on our planning "wish list."

While the prospect of meeting in dazzling San Francisco is great fun, the unfortunate consequence of choosing this popular city is that many good papers could not go on the program simply because of lack of space for presentations. If you submitted a paper that could not be squeezed onto the program, I invite you to attend papers on that topic as an audience expert who can help to add to the depth of discussion that inevitably follows the presentation. Perhaps you would be willing to write the session up from a critical perspective for our newsletter. We need you and the benefits of your expertise.

I want to take the opportunity here to tell you about a pet project of mine that has been growing in depth and excitement as I share it with colleagues. In the last several years of our work with older refugees in Philadelphia, we have repeatedly heard that older people are anxious to learn English because they are worried about communicating with their grandchildren, who grow increasingly remote from the language and experience of the native country. One of the frequent complaints we hear from parents is their feeling of helplessness as their children ask for (or don't ask, but need) their involvement in homework and other school activities. Colleagues who teach children report their frustrations as children become increasingly disconnected from older members of their families. It seems clear that language has a critical role in determining the quality of intergenerational relationships. Do our institutions create generational gaps rather than heal them? Do we unwittingly alienate adults from children and vice versa by the ways we structure our work and our expectations?

I've begun wondering how we, as ESL professionals, can use our skills to create language programs that bring together the generations rather than divide them. To better address this, I am preparing a full-day preconference symposium for TESOL '91. Specifically, I would like participants to have opportunities to do these four things:

1) to examine the role of language in intergenerational relationships;

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LETTER FROM AEIS CHAIR, continued.

2) to listen to the voices of non-native children and adults who are coming to grips with their new lives in their new land;
3) to hear about models of innovative programs that have been created to foster communication among generations; and
4) collectively to develop concrete ideas that we can implement in our own programs or classrooms.

Are you interested in these issues? Do you know anyone who is doing innovative work in this area? Please write to ask for more information or to tell me about your own work or the work of your colleagues. In San Francisco, I will hold a breakfast meeting to plan the symposium for our next gathering in New York City. If you are interested or inspired, you are invited to help us plan.

Now for a bit of personal news. I am expecting a child in the middle of February. If things go as I wish, I will see you in March with an almond-eyed baby in arms. If the grand entrance is late or complicated, I will prepare Suzanne Leibman, Pat Rigg, and other trusted messengers with my news and hopes for our year to come. Until then, I wish you a fruitful and happy winter.

Yours truly,

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Announcement of Search: Editor of *The TESOL Teacher*

The TESOL Executive Board invites applications and nominations for the editorship of a new TESOL publication—a refereed journal with a focus on classroom methods and techniques, teacher-student interaction, and classroom-oriented research, as well as reviews of textbooks and other publications of special interest to classroom teachers.

The new editor will be appointed by April 1, 1990 and will take up duties by October 1, 1990. The initial appointment will be for three years, with a maximum term of five years. The position carries an annual honorarium of $4,000.

The Search Committee solicits applications from those who

(a) have solid and varied experience in the field of TESOL;
(b) have an established record of editorial work;
(c) are committed to supporting classroom teachers around the world in sharing their professional ideas and concerns; and
(d) have some potential for institutional support.

The editor of *The TESOL Teacher* will direct and implement journal policy within the parameters set by the TESOL Executive Board.

Applications, consisting of a CV, a letter of application, and the names and telephone numbers of two people able to comment on the applicant's editorial work, should be sent to the Chair of the Search Committee:

Dr. Barbara J. Agor
442 Lake Road
Webster, New York 14580 USA
Telephone 716-266-0007

Applications should be postmarked no later than February 1, 1990. For additional information, contact the Chair of the Search Committee.

LETTER FROM AEIS ASSOCIATE CHAIR

Planning a conference warps my time sense. It seems mere fantasy to picture seeing you in San Francisco as I write this two days post-quake, and it is disorienting to consider deadlines in October 1989 for an event in March 1990. Of course, writing to all of you knowing that you won't see it for another few months increases my sense of distortion. In any case, it reinforces my feeling that the context of literacy is not only important, but complex, and the learning of literacy must be more so.

Our academic session, "From Publishing to Parenting: ESOL Literacy in Context," will address some of the issues relevant to literacy learning and teaching. Audrey Reynolds of Northeastern Illinois University will argue for considering context in teaching literacy. Following the whys come the hows: presentations of four programs where teaching literacy within a specific situation has been effective and innovative. First, Gary Pharness and Lee Weinstein will discuss how their magazine, Voices: New Writers for New Readers, builds contexts for adults just becoming literate. Second, Linda Mrowicki, director of Workplace Literacy Partners in Chicago, will draw on her long experience with programs that combine job and literacy skills, and will present ways of teaching job-related literacy. Third, Margaret King van Duyne, executive director of Massachusetts' individualized program One with One, will discuss how that program combines literacy, civics, and cultural instruction. Fourth, Judy de Barros, director of the Southeast Asian Women's Alliance of Seattle, will focus on a Washington state program which helps both ESOL parents and children in a family literacy situation. After these presentations, each presenter will lead a small workshop group discussing specific contexts and specific, practical ways of enriching both teaching and programs. Brief summaries of each group's work and a concluding discussion will end the session.

Our interest section is not alone in offering sessions of interest to AEIS members. If you have time to pursue advancement of your own status, as well as that of your students, look for sessions sponsored by the Committee on Professional Standards. This includes sessions on accreditation, program self-study, and collective bargaining for part-time adult education teachers.

Finally, consider ways AEIS members can empower themselves. One way is to connect to other educators of adults. Senator Paul Simon (Dem, IL) has proposed a bill for a national literacy initiative. Although it is impossible at this writing to predict where that bill will be when you read this, it is still possible for you to let your legislators know your opinion, and to get your friends and colleagues to do the same. Illinois TESOL/BE wrote to Sen. Simon recommending the provision of more full-time positions in adult education.

Other ways in which we can empower ourselves include taking part in and responsibility for our own interest section: Come to the AEIS Business Meeting in San Francisco; send Pat Rigg an article for our newsletter; send me a note on how we can make our interest section (and ourselves) stronger.

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LETTER FROM REFUGEE CONCERNS CHAIR

TESOL '90 PLANS

At TESOL '90 in March, look for a varied program of refugee issues. Included are topics such as workplace ESL, issues for parents and children, dropout prevention, and adult literacy. Special populations, such as Central Americans, Soviets, and Amerasians, will be the focus of presentations as well. The readers of proposals sought a balanced program, and I think we have met our objectives.

Help Wanted

As you all know, several people step forward each year to facilitate the work of TESOL and Refugee Concerns. I have been very lucky to collaborate with Doug Gilzow and Margo Pfleger of the Center for Applied Linguistics, who served as Associate Co-Chairs of RCIS, and Jamie Treat, our newsletter editor. Doug and Margo will become Co-Chairs of RCIS, leaving the position of Associate Chair vacant. Jamie is retiring as editor after two years of excellent work. We need replacements.

What are the requirements? The Associate Chair is elected at the business meeting at the TESOL conference. Although there are no rigid requirements, past officers have had several years experience in refugee work and as members of this Interest Section. It is a two-year commitment, serving the first year as Associate Chair, the second as Chair. The Chair and Associate Chair plan the program for the March conference, soliciting and selecting presentations. They also are responsible for getting copy to the newsletter editor. Much of the work involves networking.

The newsletter editor requires some skills at journalism, word processing, and/or graphic arts lay-out work. With help from the Chair and Associate Chair, the editor gathers and

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SLIAG in Massachusetts. CONTINUED FROM PAGE 1

the Adult Literacy Resource Institute in Boston, Balliro attended the conference to find out what the community based organizations in the state would be responding to as they wrote their proposals. What they all heard about from Rich Levy at the State Department of Education sounded more than "challenging," a euphemism applied to most program design expectations in adult education requests for proposals. It sounded scary. At worst, SLIAG seemed like a case of social control via ESL classes. At best, it seemed like a possibility for planting some seeds for more long range, sound, education programs while providing for the legal requirement of second-stage amnesty clients. The involvement of the Immigration and Naturalization Service; the ambiguity of final regulations; the relationship between tests, certificates of satisfactory pursuits, and citizenship—all combined to create a scenario that some programs decided not to touch. But many did.

Dept of Education's Principles

Potential providers of SLIAG services weren't the only ones who were concerned. As the person responsible for SLIAG at the Bureau of Adult Education of the Department of Education, which administers the educational component of SLIAG in Massachusetts, Levy had organized weeks of discussions trying to develop a framework for dealing with the complexities of SLIAG. No one had reliable data on how many people were eligible for SLIAG services, where they were or how many of them even knew that there was a Phase II of IRCA which required them to take additional action to adjust their residency status. No one knew how long people would stay in classes. No one really knew how to integrate ESL, civics, government and US history in a positive way -especially at the lowest levels. Moreover, all the issues would most likely be compounded by classes with widely varied English proficiency. In working through this maze of obstacles to try to develop a coherent and humane system, the Bureau of Adult Education developed four principles, which are outlined below.

First, quality educational services, complemented by counseling and, where appropriate, child care and transportation, would be available at no cost to each and every individual in the state who needed them. (This was facilitated by an early decision by the state to allocate the full $500 of SLIAG funds for every individual who might have to adjust her/his status.) Second, students' choices had to be respected. Adult educators running SLIAG programs would be in a unique situation because many of their students would be there, not primarily for educational reasons, but to adjust their residency status. Teachers would be facing classes with students who came for educational reasons and with students who would do whatever they had to in order to fulfill the INS requirement — be it sitting through forty hours of ESL/civics classes or sitting with their hands folded for 80 hours. The Bureau stressed that students should not be discriminated against or looked down on because they were coming to classes for reasons other than learning English and/or civics. To reinforce this, the Bureau decided to evaluate programs in part by looking at how many students with initial goals other than ESL chose to stay beyond the minimum number of hours required by the curriculum. If the attractiveness and utility of the curriculum motivated students to continue past forty hours, we felt that there was a better chance for students to develop or strengthen skills that could help them in daily life.

In line with this was the third principle—encouragement of an empowerment approach to ESL/civics. The Bureau sees self- and

SLIAG in Massachusetts, Continued from previous column

collective empowerment as the primary goal of adult education. Being the most relevant and helpful to students, an empowerment approach would be the one most likely to convince them to continue in their studies. Finally, the Bureau committed itself to taking whatever steps possible to minimize bureaucratic hoops and to encourage good faith efforts at maximum program flexibility. The Bureau's primary concern was and is that programs offer quality services.

The Role of the Adult Literacy Resource Institute

The Adult Literacy Resource Institute provides technical assistance, workshops, and mini-courses, as well as other kinds of support, to adult ESL programs in the Boston area. It was clear that SLIAG would be one area where the ALRI could provide some resources. Many of the programs which were awarded funding faced considerable, though not crippling, difficulties. Finding experienced ESL teachers was the first problem. The Department of Education estimated that about 70% of the teachers eventually hired for SLIAG were not experienced. Finding appropriate materials and curriculum approaches were two expressed needs. Unlike California, with a twelve million dollar budget for teacher in-service education, Massachusetts had to rely on a more ad-hoc approach to help address these needs.

ALRI's involvement focused on non-administrative aspects : assisting programs in networking with each other, connecting programs with relevant community resources in the state and nationwide, collecting and disseminating curricula, materials, and other related teaching information, and organizing in-service workshops on teaching approaches. In addition, ALRI was available to offer individual technical assistance for teachers in programs. Much of the work involved collaborations with the Department of Education and community service agencies.

One example of such collaboration was a day -long orientation sponsored by the Department of Education, a collaboration among the ALRI, the DOE, the Massachusetts Office for Immigrants and Refugees, and the Massachusetts Immigration and Refugee Advocacy Coalition. The morning was spent grounding new SLIAGers to the Byzantine complexities of legal information and references for community resources. In the afternoon, there was a shift toward program implementation issues, with a taste of some approaches to integrating ESL and civics in a SLIAG curriculum. Sandra Morra from the neighboring International Institute of Rhode Island in Providence engaged participants in an activity based on her experiences in starting up a SLIAG program. This activity whetted their appetites for more and provided a direction for the next step in teacher support.

As a follow up, based on teachers' requests as part of a needs assessment conducted at the orientation, the ALRI invited Morra and two of her colleagues to conduct an afternoon workshop. She, Michael Paul and Pam Welsh-Huggins offered some strategies for integrating ESL and civics in the multi-level class. In addition to the valuable content of the workshop, the event provided an opportunity for teachers scattered in programs across the state to meet each other and express common concerns and frustrations.

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Teacher Sharing

To build more of this informal networking capacity, the next month the ALRI began the first in a series of SLIAG "teacher sharing" sessions. During the session, teachers in SLIAG programs became the presenters, informally sharing resources, ideas, and materials. Such an event allowed the resourcefulness and creativity of practitioners to be highlighted. Further, it allowed some unstructured time for teachers to talk about classroom issues, to ask questions of each other, to offer support. Participants left with practical information (copies of each idea that was presented) as well as a feeling of being connected with colleagues doing similar work.

The sharing session led to the creation of a SLIAG teacher sharing file, housed at the ALRI. Teachers deposited copies of their contributions to the file with a simple cover sheet summarizing the material or lesson.Contributions ranged from student- generated writings around the theme of immigration histories to the use of picture files for low-level or multi-level classes. Later contributions included a Trivial Pursuit game for history/civics review and resources for integrating workplace rights into the civics component of ESL/Civics.Other teachers adapted newspaper stories, using front page headlines like the flag burning issue to lead into a unit on the Constitution. The file is also expanded regularly by resources that come to the ALRI. (Some of these are the Green Sheets from NALEO—the National Association of Latino Elected and Appointed Officials, contributions from Advocacy Coalitions, the Department of Ed, publishing notices, etc.) During workshops, the teacher sharing file is made available so participants can go through it, copy relevant materials, and add to its contents.

The ALRI's Adult Literacy Library has also developed a special section on amnesty and ESL/civics related materials.

West Coast/East Coast Connection

In June Heide Wrigley from the Immigration Reform Language Issues Network in Long Beach, California, conducted two workshops. Wrigley's wealth of knowledge, grasp of complex political and economic issues, and willingness to share resources was a continual source of encouragement and assistance. In her workshop, Wrigley engaged teachers in cooperative learning strategies, emphasizing the integration of community resources with an ESL civics curriculum. Her handbook, Don't Teach the Books, Teach the Students: Preparing Students for Legalizatioon , has provided useful points of departure for all aspects of program design and related issues. In addition,her work has helped inform teachers here of nationwide efforts in SLIAG programs, including a look at the California state model.

Where We Are

At the time of this writing, the second bidders' conference has been held and the number of SLIAG programs in Massachusetts will be increased slighlty for the next cycle of funding. In making decisions about curriculum, materials, assessment, and teaching approaches, it's important to remember what we know and believe in as educators. We may not be able to take an INS-mandated program and turn it into a Utopian participatory experience. But we can, as many educators did in SLIAG programs, select and define the content of the courses so that it reflects more empowerment than social control.

SLIAG in Massachusetts, Continued from previous column

In all of our efforts to meet the second-stage needs of amnesty clients, we also think it's important for adult ESL practitioners not to forget about the population of immigrants who never made it to the first stage. This population forms a far greater number in the Boston area than those who are eligible to attend SLIAG classes. Some community based organizations in Boston chose not to bid for SLIAG funds because of the potential danger—however remote—of INS to their undocumented students. Coalitions throughout the city—such as the Masachusetts Immigrant and Refugee Advocacy Coalition—continue to advocate for undocumented immigrants, to offer educational forums, conferences and workshops. The Immigration Reform Advocacy Training and Education Coalition (IRATE) has been doing direct work with students in SLIAG and other ESL classes, informing students about their rights as workers. We think that for serving the needs of all adult immigrants — regardless of status— adult educators can increase effectiveness of services by working collaboratively with such agencies.

NOTES;

ESL Civics: A Handbook. 1988.New York: American Council for Nationalities Service.)

Heide Wrigley Don't Teach the Books, Teach the Students: Preparing Students for Legalizatioon , available from the Immigration Reform Language Issues Network, Long Beach, California

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Teachers of English to Speakers of Other Languages, Inc.

An International Professional Organization for Those Concerned With the Teaching of English as a Second or Foreign Language, of Standard English as a Second Dialect, and Bilingual Education, and with Research into Language Acquisition, Language Theory, and Language Teaching Pedagogy

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The convention program will include plenary sessions by internationally known speakers, papers, workshops, and colloquia by TESOL educators and their colleagues in related disciplines, as well as educational visits, exhibits, and social events.

Non-TESOL members may obtain more information by writing to:

TESOL, Inc.
1600 Cameron Street, Suite 300
Alexandria, Virginia 22314 USA
Telephone 703-836-0774

LINKING COMMUNITY, Continued from page 1

ever increasing acronyms (EVD, ELAs, NLAs, SAWs, and now RAWs).They are frustrated by student questions that have nothing to do with their ESL/civic lessons. Yet, listening to their students' discussions before class, after class and during break, they have come to realize that the legal, social and economic issues surrounding immigration are at the very heart of their students' lives. They are ready for a curriculum that moves community issues and student concerns out of the periphery and into the center of the classroom.

But how is this to be done? ESL/ civics courses, in existence because of historical circumstances and governmental fiat, are an ideal setting for examining the socio-cultural realities of immigrant life. While amnesty teachers face certain constraints —civic lessons must relate to the information in the federal texts- -they are free to design lessons that move student experiences in the foreground while using the more abstract issues of history and government as a backdrop. The following ideas for linking curriculum with community concerns have emerged from talking to teachers, immigrant advo cates and community legal workers. While some of the instructional methods require at least intermediate language proficiency, the pedagogical concepts underlying these lessons are valid for all levels. Here then are some suggestions:

1. Redefine "understanding of history and government" to include the concept of "participatory action". With your students, explore the idea of "citizenship" and develop examples of community participation at various levels. Explore civic issues and show how local action has often been instrumental in affecting positive change. Discuss examples such as community day care centers, tenant rights organizations and neighborhood crime watch group. Scout your local newspaper for examples of individuals taking charge (e.g. mothers protesting the opening of a porno shop in the neighborhood; neighbors fighting for a stop sign at a busy intersection; young men demanding that the city provide more soccer fields). If you can't find appropriate authentic examples, write up short case studies and discuss the stories with your students. These stories can be presented either orally or in written form and can subsequently form the basis for language development activities (students retell stories, ask questions, make comments, develop vocabulary, make up their own endings, etc.). Keep in mind that your cases do not need to contain a big solution, or any solution at all. If you carefully listen to your students' concerns, future issues will emerge.

2. Treat your classroom as a community. Allow groups of students to discuss such issues as rights and responsibilities of teachers and students and provide an atmosphere where the class can share in the accomplishments of individual members. (Keep in mind that these accomplishments need not be, and indeed should not be, solely the academic kind.) One teacher reported that her class designed a "Bill of Rights" for their amnesty classroom.

Activities like these can lead to a discussion of the rights of immigrants under IRCA and the rights of the undocumented under the Constitu tion. Such lessons can easily become the bridge that inks the concerns and experiences of your students to the larger issues of civil rights.

3. Teach history in the form of "thematic units" instead of a sequence of chronological events. Use your students' present lives as thebeginning point of history (or herstory) and slowly make the connection to past. To facilitate discussions of the immigrant experience over time, show pictures and slides (an excellent source are the legalization inserts from the Los Angeles Times and La Opinion and the slides from the Stanford Amnesty Lesson Book). Using a Language Experience Approach ask your students to tell the story of the people in the pictures or develop role plays in which members of your class have a conversation with the person in the photograph, asking questions such as "Where do you live? When did you come here? Tell us about your neighborhood, your family, your work, your life. What makes you happy, sad, angry, frustrated?" These pictures can be used as a basis for writing activities. To help students make the link between one person's story and the larger historical context, include pictures from the early days of immigration (available in some textbooks such as "America's Story" and from the Library of Congress). Some students may also appreciate charts and graphs that show immigration patterns over the years and outline the world events that have contributed to the rise and fall of U.S. immigration. (For examples, see back issues of Junior Scholastics.)

4. Redefine "civics" so that the "knowledge and under standing of history and government" includes the ability to deal successfully with government agencies such as theINS. Consider making legalization issues the focus of the first forty hours. If you have a mixed class, you might consider conducting workshops on a pull out basis. Using case studies, newspaper stories, amnesty comics or infor mational videos as a starting point, design activities that allow students to clarify, articulate, and define their own concerns regarding Phase II. Ask students to work in groups and help each other articulate questions about the application process, work authorization, permission to travel, etc; then help them brainstorm strategies for getting answers. Design activities or projects that let your students discover the resources that are available in their communiities. Most areas have immigrant coalitions that can provide answers to legal ization questions, referrals to low cost legal services, and information on job training opportunities. Many coalitions also can put you in touch with guest speakers for your class. Additional sources of information are amnesty hotlines like those operated by local immigrant rights groups, the National Association of Latino Elected & Appointed Officials and the INS. Students may also have neighbors or friends who have gone through the legalization process and are willing to share information. (Teach students to doublecheck information with a reliable source.) Unions such as the AFL-CIO are also an excellent source of

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LINKING COMMUNITY, Continued from page 6

information and can be helpful in providing speakers, information, and materials related to amnesty in general and to employment in particular.

Once students have discussed their concerns, ranked issues,and articulated questions they may be ready to form "expert teams" responsible for making phone calls, perusing bilingual amnesty materials, and inviting guest speakers. Sending letters can become a class project.(For more information on expert teams, consult the literature on cooperative learning.)

As time and resources allow, students should have the opportunity to publish the stories they have created and the information they have unearthed. Students who are just becoming literate can have their stories transcribed.Such publication can take various forms, such as one page "Amnesty Questions and Answer Bulletins," "Advice to the Immigrant" columns, newsletters that contain amnesty information of interest to students, books of personal immigrant stories and poems illustrated by life charts, photographs and drawings, or even a "Student Amnesty Guide" to be used by the next crop of applicants who have not yet completed the application process.

Using immigrant concerns and community issues as a central part of the curriculum has two advantages: It validates the information gathering and problem solving skills that students bring to class and makes them active participants in the educational process. Second, it allows teachers to do what they do best: structure lessons, guide students and foster language development. In other words, the ESL teacher can remain the "language expert", the person who provides a general framework for the lesson and helps students formulate their ideas in English. The students, for their part, are learning to become "community experts", individuals who are familiar with available resources and know how to access them successfully.

These ideas are hardly new; Freirean pedagogy has long focused on the connection between community and classroom, and texts such as Mary Ashworth's Beyond Methodology stresses the need to take education beyond the school house walls. Cummins (1986), through his reciprocal interaction model, explains how students can be "disabled" or "disempowered" by a mismatch between school learning and home experience. Lately, research into family literacy programs has shown that students' social reality can be used "as a rich resource that can inform rather than impede learning" (Auerbach, 1989). What is new, is the reconceptualization of the amnesty curriculum as a sequence of lessons that do not simply transmit information uncritically, but allow students to actively generate knowledge of U.S. history and government through a better understanding of their own lives.

1 For more information on the concept of participatory democracy in a contemporary context, see John Naisbitt's Megatrends (1982) p. 159-188 (NY: Warner Books).

CONTINUED in next column, this page

LEGALIZATION IN THE 1990s, continued from page 1

> has attended a recognized course of study for at least 40 hours ... as appropriate for his or her ability level, and is demonstrating progress according to the performance standards of the ... course prescribed.
> (8 C.F.R. Section 245a3(10)(i))

"Demonstrating progress" is a key here. This opens the door to a generous interpretation of student achievement in amnesty courses. Indeed, instructors should recall that legalization was designed by Congress to be a liberal program to help as many undocumented individuals as possible adjust to permanent residence.

The attitude of the INS toward English/civics proficiency has largely reflected a generous spirit. As of September 1989, for example, not a single application for permanent residence (out of nearly 500,000) had been denied for lack of sufficient English skills on the part of the applicant. Furthermore, only one amnesty course provider has been decertified nationwide, according to E.B. Duarte, Director of the INS Outreach Office in Washington, DC.

INS policy thus provides a certain latitude for classroom innovation, and instructors can breathe more easily about the content they teach. Indeed, educators who have heretofore concentrated on providing "classic" civics instruction (such as the number of stars on the U. S. flag, the names of the thirteen colonies, and so on) may wish to vary the scope of their courses with content that more directly assists students in integrating into U.S. society.

Pragmatic legalization course content, allowable under INS regulations, could include a healthy blend of civics-related material along with life- skills training. To cite a few examples, the following tasks might serve as the basis for class lessons:

— use of appropriate vocabulary when communicating with a government official such as an INS officer

— use of a telephone to call the INS for information

— purchase of the money order required to submit the application for permanent residence

— use of a photocopy machine to copy documents submitted to the INS

— map study of both the original thirteen colonies and the layout of the students' own modern city

Instructors often inquire about the proper role of the official INS citizenship textbooks, which most students find quite difficult to read. When queried about the practical use of these texts, the INS Assistant Commissioner for Legalization, Terry O'Reilly — the official in charge of the entire legalization program —

CONTINUED on page 8

LINKING COMMUNITY, Continued from previous column.

References:
Auerbach, Elsa. (1989) Towards a social/cultural approach to family literacy. Harvard Educational Review 59(2):165-181.

Cummins, Jim.(1986) Empowering minority students: A framework for intervention. Harvard Educational Review 56(1): 18-36.

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LEGALIZATION IN THE 1990s

CONTINUED from page7

responded that these books were never intended to be required reading for all amnesty applicants, and that a school will satisfy INS regulations by having "one set" available as a "teacher reference guide."

To keep abreast of INS policy, and to minimalize potential conflict with the INS, course administrators and teachers would be wise to communicate frequently with their local INS district office. Positive contact between a school and the local INS District Director creates a pool of good will, reducing the chance of confrontation. Most INS districts have trained Legalization Outreach Officers who are pleased to participate in seminars or other forums to explain the mechanics of amnesty and respond to questions.

The Question of Testing

There exists a persistent, widely held belief that the INS requires all of some participants in legalization programs to take some form of test. In reality, amnesty applicants in possession of a Certificate of Satisfactory Pursuit are exempted from any and all testing by the INS.

Reports are common of legalization courses using as a basis for class lessons a list of 100 official INS questions about U.S. history and government. The Service uses these questions if a temporary resident chooses to be tested at the time of interview for permanent residence. Examples of the INS 100 questions include "Can you name the thirteen original states?" "Who helped the Pilgrims in America?" and "Which countries were our enemies during World War II?" While the subject areas reflected by these questions are undoubtedly valuable, the realization that testing is optional may call into question their use in classes where more practical subject matter could be introduced.

(It should be noted, however, that there is value in choosing to be tested by the INS. A temporary resident who passes the INS test during the interview for permanent residence will be exempted from testing related to application for U.S. citizenship. Many permanent residents fail to apply for citizenship because they hesitate to be tested; satisfying that requirement during the legalization facilitates their naturalization process. Even temporary residents who possess a Certificate of Satisfactory Pursuit can request to take this test: if they fail, their certificate still allows them to satisfy educational requirements.)

The Future of Legalization Courses

The atmosphere of legalization instruction will continue to evolve in the 1990s. In many areas, the sense of crisis and urgency that marked the start-up of amnesty classes in 1988-89 will subside, and increasing numbers of programs will experience a decline in the demand for classes. Indeed, an August 1989 study by the National Association of Latino Elected and Appointed Officials (NALEO) projected surplus classroom space in Chicago, Houston, and Miami.

INS data indicate that temporary residents are exploring options other than legalization classes to satisfy their educational requirements. According to the INS, 31% of persons adjusting to permanent residence as of September 1989 had opted to take the Service's test at the interview for permanent

LEGALIZATION IN THE 1990s

CONTINUED from previous column

status. Simultaneously, there is an increase in the number of individuals choosing to take an INS multiple-choice test offered to groups: more than 2000 persons per month are taking the INS IRCA Test for Permanent Residency. Another exam offered by the Educational Testing Service (ETS) is luring pupils from courses.

While demand for enrollment eases, educators will also need to provide instruction over a longer period of time than they had originally planned, largely as a result of a change in INS policy made public in July 1989. In a departure from its earlier practice, the INS in July declared that the date from which a temporary resident's adjustment schedule is calculated is the date on which he or she was "approved" for temporary residence, rather than the date on which he or she "applied."

Nearly every applicant for amnesty was "approved" for temporary residence at a date later than their application date. The INS policy change thus effectively adds from several weeks to many months onto the adjustment period of almost all program participants. In the case of the nearly 250,000 applicants whose petitions had not been approved by June 1989, their final deadline for adjustment will be no earlier than December 1991.

For amnesty course providers, this policy change will mean that some individuals may delay enrolling in a course, and there will be a need for classes many months beyond the "old" deadline of November 1990. It is important to note, however, that most temporary residents will find it difficult to ascertain their approval date in order to calculate their adjustment schedule. Thus, amnesty applicants should always be advised to enroll in classes and to apply for permanent residence as soon as possible.

Recruitment and Retention of Students

With fewer students enrolling in courses, and with the period for course enrollment effectively extended, educators have an opportunity to provide more comprehensive instruction to a wider spectrum of temporary residents. If enrollment waiting lists decrease, more effort can be devoted to retaining students in class beyond the minimum 40 hours of instruction. Teachers can begin to focus on moving temporary residents into more advanced levels of instruction, such as pre-GED training. With the vast majority of temporary residents being of Hispanic origin, instructors may want to consider aiming their students toward completion of the Spanish- language GED. This sort of instruction is fully reimbursable under federal funding regulations.

Many schools will find themselves positioned to recruit into class those temporary residents who, while not obliged to enroll, are eligible for federally financed instruction. This includes "regular" amnesty applicants who have satisified educational requirements by another route (such as testing), and the 1.3 million Special Agricultural Workers (SAWs) nationwide. SAWs provide a huge, untapped pool of students in many areas, such as in Dade County, Florida, where SAWs make up 61% of the county's 72,400 temporary residents.

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DEVELOPING CRITICAL CONSCIOUSNESS THROUGH ESL EDUCATION

Like many of you, I have found myself thrust into the role of E.S.L. teacher almost overnight as a result of the 1986 Immigration Reform and Control Act (IRCA). While thousands of soon-to-become residents scurry in and out of our classrooms trying to satisfy the educational requirement of their legalization process, we hardly have a chance to catch our breath, let alone ask ourselves the more fundamental pedagogical questions about what it is anyway that we are doing.

In Hood River, Oregon, where I teach, the state's fourth largest county in terms of the number of immigrants seeking residence under IRCA, I have encountered some formidable challenges which I imagine are not unique to my experience alone:

1. A substantial percentage of adults who are pre-literate in their primary language and whose educational experience never went beyond the primary level. Overlaying a second language becomes a Herculean task.

2. Irregular attendance which reflects the transient nature of migrant workers' lives.

3. The distraction (and potential liability consequences) of children running around class, since child care is not affordable or even accessible.

4. My students' fatigue after a long day of work, either at home or out in the orchards, which limits their mental energy, so vital to acquiring a second language.

5. The reality that most students are merely putting in their 40 hours because "they have to." Plus, what kind of second language proficiency can one expect to attain in 40 hours of study anyway?

Given these factors, I have tried to structure my Intermediate Level course in such a way as to respond to these limitations, inspired primarily by the philosophy and literacy work of the Brazilian Paulo Freire. At its most basic level, "adult education ... should invite people to believe that they have knowledge." If knowledge is power, then education is a process of empowerment and thus ultimately of liberation. In fact, according to Nicaragua's Minister of Education, Fernando Cardenal: "Any education that merits the name must prepare people for freedom—to have opinions, to be critical, to transform their world." (Hirshon, 1983)

This being the case, I do whatever I can first to create enthusiasm for the learning process, making it as fun and meaningful as possible. Jazz chants, Total Physical Response, role plays, video tapes, *Cinco de Mayo* celebrations, and more spontaneous displays of outrageousness (such as standing on my hands) help to turn the classroom into a place that is almost as entertaining as Mexican soap operas. Once accomplished, the more serious goal can easily be pursued: namely, facilitating students' critical consciousness around themes that are relevant to their lives. The way I do this primarily is through the use of slides taken in and around Hood River. The slides capture various vignettes from my students' home, work places, and the community (the store, health clinic, park, Mexican restaurant, etc.). With each slide, vocabulary is generated in a dialogical format using the inductive questioning strategy of Freire's problem-posing pedagogy. An example from my class follows:

This dialog resulted from a slide of some dilapidated cabins in a migrant labor camp:

1. What do you see? Cabins, in bad shape, where Mexicans live.
2. How do you feel about this? It's not right that so many of us have to live there.
3. Why are the cabins like this? Because the boss doesn't care about his workers.
4. Is it generally true that bosses don't respect workers (to draw out generalizations about the social context)? Not always, but what can poor people expect?
5. What action can you take to change this? Learn English; organize for our rights.

"Problem posing is based on the premise that education starts with issues in people's lives and, through dialogue, encourages students to develop a critical view of their lives and the ways to act to enhance their self-esteem, and improve their lives" (Wallerstein, 1983). I see the value of the slides as twofold. First, the familiarity of the images affirms the dignity of the students' lives, something all too lacking in culturally insensitive texts and institutionally generated curriculum. Second, the slide serves to create some distance from the students' lived reality, enabling the student to see it anew with a critical eye, something that is otherwise next to impossible when one is caught up in the topsy-turvyness of life's daily struggle. It is at this point that a person is prepared to undertake what Freire calls our "ontological and historical vocation to be more fully human." (1970) . In other words, the student, no longer a passive spectator, becomes an active agent in transforming the world through the power of the word. It is my hope to spark my students' realization of such potential both on the individual and collective level.

Of course, I would be fooling myself as well as the reader if I didn't admit the difficulty that the challenges and limits I've mentioned pose. This is not to say that they are insurmountable. What I hope I have conveyed in this short piece is the radically significant responsibility that we educators have to invest our students with the ability to be free and critical thinkers. Such a task both encompasses and supersedes the process of second language acquisition. As Freire said two decades ago: "To exist, humanly, is to name the world, to change it" (1970). What better place to start a most urgent and exciting task than in our ESL classrooms with our students as they seek to acquire a voice to participate actively in this nation's democracy as its newest residents?

NOTES:

Paulo Freire By learning they can teach. Crossroads 6 (1):78-84.
Paulo Freire 1970. Pedagogy of the Oppressed. Seabury Press.
Sheryl Hirshon. 1983. And Also Teach Them to Read. Lawrence Hill
Nina Wallerstein. 1983. Language & Culture in Conflict: Problem Posing in the ESL Classroom. Addison-Wesley.

REFUGEE CONCERNS CHAIR LETTER, cont. from page 3

prepares the newsletter, sending camera-ready copy to TESOL Central for printing and distribution. We try to print two issues a year.

Having served in all three positions, I would be glad to discuss in more detail the work that is involved, or answer any questions. I can be reached at home (401)272-1006 or at work (401)521-0615. I hope to see you in San Francisco.

Michael James Paul
Adult Academy of Brown University
345 Blackstone Blvd., Weld Bldg.
Providence, RI 02908 USA

REVIEWS

Silver International is a newspaper published three times a year by international students of Montgomery Blair High School, 313 Wayne Ave., Silver Spring, MD 20910. The two issues that I've seen include writing from a variety of ages, elementary through secondary, and in a variety of languages besides English. The foreign language pages are written by students for whom English is the first language; the other pages are written by ESOL students. The actual work of preparing the newspaper —selecting and writing articles, editing, layout, and so on—is carried out by the ESOL students themselves, with help from their teacher, Joseph Bellino, who has nurtured the newspaper from its initial four pages two years ago to its current 16-page format.

Teachers of adults may want to request a copy of this student-produced newspaper. Their adult students may be inspired to publish their own, or to start a correspondence with one of the young authors.

REVIEWS--ERIC Materials

The ERIC Clearinghouse on Reading and Communication Skills at Bloomington, IN, has published a bibliography on adult literacy for native speakers of English—FAST Bib No. 32 RCS. Over 35 published papers are briefly annotated. Many of these have ED numbers, so are available through the university library's RIE/ERIC microfiche and hard copy files. For your own copy of the bibliography, write ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, 2805 East Tenth St. Bloomington, IN 47408.

The same source published in October 1989 a two-page issue on Adult Literacy Assessment by E. Metz, again focussing on native speakers of English. The most important reference in this issue is to what I consider the single most important advance in adult literacy assessment in the USA in the last ten years—Susan Lytle's work at the University of Pennsylvania. She and her colleagues reported on this in 1986 at AERA; their paper is now availabale from ERIC as ED 278 675.

NATIONAL CLEARINGHOUSE ON LITERACY EDUCATION ESTABLISHED

The National Clearinghouse on Literacy Education, an Adjunct ERIC Clearinghouse, began operation on September 13, 1989, at the Center for Applied Linguistics in Washington, DC, providing information, materials, and technical assistance on literacy education for ESL adults and out-of-school youth. Jodi Crandall, past president of TESOL, is the Director.

Like other ERIC Clearinghouses, this one collects, analyzes, and publishes documents and summaries. One of the forthcoming products will be a Directory of US Literacy Programs which serve adults and out-of-school youth for whom English is an additional language. Other new publications will address: approaches to teaching literacy to ESOL adults; vocational literacy programs for ESOL adults and youth; workplace literacy; training literacy volunteers and tutors; and others.

Contact:

ERIC/NCLE
Center for Applied Linguistics
1118 22nd St. NW
Washington, DC 20037
phone 202/429-9292; FAX 202/659-5641; Bitnet CAL@GUVAX

REVIEWS

Teacher to Teacher is a 12-part videotape series for ABE and ESL teachers, both pre-service and in-service. The series is available from New Readers Press, Box 131, Syracuse, NY 13210, phone 800-448-8878 (in NY, 800-624-6703), for $500. A 20-minute preview tape is available for $15, which is refunded upon return of the tape.

Each tape is of a different teacher in the metropolitan New York area, demonstrating some techniques with admittedly small classes of adults. Jean Bodman is probably the best known to TESOLers, but other teachers in the series are well-known in adult literacy, if not in TESOL. I reviewed both the preview tape and a tape entitled "Listen, Ask & Answer: Enhancing Aural Ability and Oral Facility," and found much to commend.

First, I liked the integration of writing, speaking, listening, reading, even when the major focus was on one or another of these modes. Second, I liked the collaboration among the students that was integral to the lesson I watched. Third, I liked the teacher's attempt to use materials and topics that were immediately relevant to the students: using a tape-recording of an announcement on a subway was perfect, I thought, for students who travel to and from class on the subway. Last, I was impressed by the professional appearance of the tapes: I have done some video-taping in classrooms myself, and know how difficult it is to capture a real lesson without creating a tape that is either blatantly amateurish or blatantly artificial. I would have preferred to see a less teacher-centered and more student-centered class, but this is a step forward.

New Readers Press is the publishing arm of Laubach Literacy. It is encouraging to see the Laubach organization publish material which shows classrooms with professional teachers rather than one-to-one tutoring by volunteers. Previous Laubach materials have always been directed to such tutoring, presenting a phonics-based view of reading that ignores all that we've learned about reading in both first and second languages over the last 25 years. I congratulate them on moving forward.

Pat Rigg, American Language & Literacy
1303 N Walnut, Tucson, AZ 85712

LEGALIZATION IN THE 1990s CONTINUED from page 8

Federal Funds for Legalization Courses

While federal dollars for legalization courses have been difficult to access as a result of bureaucratic constraints, there is no shortage of this funding to date. Current guidelines allow for the reimbursement of up to $500 of instruction per year for every adult legalization applicant. Indeed funds (State Legalization Impact Assistance Grants — SLIAG) have been so underutilized that are concerted attempts on Capitol Hill to slash 1990 SLIAG appropriations.

As legalization enters the 1990s, INS policies affecting classroom content have proved to be less restrictive than many persons realize. If Congress protects funding for legalization courses, the challenge to educators will be to adapt innovative curriculum to new enrollment opportunities in amnesty instruction.

Rob Paral
NALEO, Washington DC

NEXT ISSUE: WOMEN IN ADULT EDUCATION
CALL FOR PAPERS

The next issue of the AEIS newsletter will also be a themed issue. It will focus on Women in Adult Education. This includes women as students, as teachers & tutors, as program developers and program administrators. Over 2/3 of the world's adult illiterates are women. Most of the adult education teachers of ESL are women working part-time without full salary and without fringe benefits. Most of the volunteer tutors in the English-speaking countries are women.

This is a call for manuscripts on any of these issues, or on any special aspect of one of these issues. I hope to print a report, for example, of a program Judy Meyer in Dallas, TX runs, in which junior high Hispanic girls and their mothers meet Hispanic women who are recognized as community leaders; the effects of this program on the girls' long-term goals and short-term selection of school courses are amazing, but not more so than the effects on their mothers. I hope to print a report from the Women's Program of the International Council for Adult Education in Toronto (publishers of The Women's Literacy/ESL Kit) of their special literacy issue of Voices Rising, which launches the International Literacy Year in their Women's Program. I invite you to write for this issue, and I invite you to submit also the work of your students. Poems and vignettes are welcome, as are the more traditional reports of new programs/techniques, and essays exploring ideas. Reviews are welcome

Manuscripts should be typed double-spaced or on 3.5" disks for MacIntosh, using MacWrite 2.0, MS Works 2.0, or MS Word 3.0. I have a modem, so can receive your ms. by phone if you call first (602) 795-2199. Photos should be black & white. Sorry, I cannot return the photos or manuscripts.

Deadline: 1 May 1990.
Mail to Pat Rigg, AEIS Newsletter
American Language & Literacy,
1303 N Walnut, Tucson, AZ 85712.

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COMPUTER PROGRAMS DEMONSTRATED AT TESOL

The TESOL CALL-IS is sponsoring two demonstration sessions at TESOL '90 in San Francisco: one is the "traditional" showcase for noncommercial software or adaptations of commercial ware. If you have written your own programs or lessons, please display them at the *CALL Authors' Showcase*. Send a brief description, including hardware requirements to Jeff Magoto, OPIE/Ohio University, 201 Gordy Hall, Athens, OH 45701.

If you are using a computer-assisted language program in your curriculum, whether commercial or public domain, please demonstrate it at the Software Applications Fair. Send a description of the program, how you use it, and hardware requirements to Norman Johnson, 2364 Friendly St., Eugene, OR 97405.

TESOL '90 CONVENTION PLANS: SWAP SHOP

AEIS will have a SWAP SHOP in San Francisco. Here's your chance to trade ideas with your TESOL colleagues!

This is how the SWAP SHOP operates: On one (only 1!) piece of paper, describe one of your favorite teaching techniques or material. Please, no commercial materials: this is for teacher-created materials and techniques only. Indicate WHO the technique works best with. Does age, proficiency level, first language, literacy, etc. make a difference? Do people work individually, in pairs, in small groups, or as a whole class? WHAT, exactly, do you and the students do? You may want to write this as a series of steps. Indicate any MATERIALS that are necessary or suggested; the TIME it usually takes; and any POSSIBLE PROBLEMS that someone should be aware of. Your description should be clear enough so that other TESLs can use your technique or materials, just from reading this one page. Be sure to include your name, address, and phone number in the upper right hand corner. Make 200 photocopies of this sheet (no dittoes) and bring to the pick-up place designated in your program. You will receive a ticket in exchange that allows you to pick up copies of all the Swap Shop techniques. If you are leaving before Saturday, you can have someone else pick up copies of all your colleagues' great ideas, if that person has your ticket.

NO ONE WILL BE ALLOWED IN WITHOUT A TICKET.

Everyone reading this has a lot of great teaching techniques; write up just one to share with fellow TESOLers, and in return be able to get copies of theirs. Let's make this SWAP SHOP as successful as our previous ones!

AEIS PROGRAM GUIDES

Gail Weinstein-Shr and Suzanne Leibman are preparing guides for AEIS members, so that we can pick out the sessions most likely to interest us. Look for the hot pink guides in the registration area.

AEIS BUSINESS MEETING

The Adult Education Business Meeting will be held Wednesday, March 7, 5-6:45pm. Once again we will be electing a new Associate Chair, and once again we will be considering items which go before the Interest Section Council.. This is also our opportunity to put forward a candidate for the TESOL Executive Board, and a candidate for the Nominating Committee. Our Interest Section has been very fortunate in the quality of people who have volunteered to serve as officers, editors, and representatives. At the March meeting, we can select others of equal calibre. The requirements of each position differ, but each needs someone who can represent AEIS interests while considering the good of the entire TESOL organization. Our officers and representatives need to be responsible people, who can be counted on. Would you be willing to serve? Do you know of a potential candidate who needs a little coaxing? Consider volunteering yourself, or persuading a friend to serve. Elections go more smoothly when both nominee and nominator are prepared.

Also, Gail is planning another small group workshop in which we brainstorm topics and issues which in turn form the basis for our program in New York in '91. Your voice is vital. Come and be heard.

SEE YOU IN SAN FRANCISCO!

ESL For Amnesty

A special TESOL Newsletter published by the Adult Education and Refugee Concerns Interest Sections.

NEWSLETTER

The Official Publication of the Interest Section
Teachers of English to Speakers of Other Languages

Teachers of English to Speakers of Other Languages

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